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Scientific And Practical Aspects of Providing Psychological Service in The Preschool Education System

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Improving pre-school education, which is the first stage of education in the Republic of Uzbekistan, is one of the priorities of state policy. Radical reform of the pre-school education system in the country, creation of various forms of pre-school education organizations and providing them with highly qualified, modern-minded educators and specialists, high-quality improvement of pre-school education, Large-scale reforms aimed at the introduction of advanced foreign experience in the educational process are being carried out.

Keywords:

child psychology, psychological education, psychological services, psychological counseling, teaching staff, preschool education system.

Introduction.

Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No. PP-2707 "On measures to further improve the system of preschool education in 2017-2021", President of the Republic of Uzbekistan dated December 30, 2017 Decree PF-5198 "On measures to radically improve the management of the preschool education system" of September 1, 2019 "On approval of the Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" Resolution PQ-4312/3106 of 10 May includes a set of measures for the development of the preschool education system. The above documents set the task of radically reforming preschool education institutions, equipping them with modern technologies, attracting qualified teachers, and introducing innovations. To this end, it is important to ensure a healthy psychological environment in preschool education, to improve the organization of psychological services.

Psychological education is not limited to general information on child psychology, but is based on the results of the study of the specifics of the organization of preschool education,

taking into account the high qualifications of the teaching staff, the specifics of children and parents. There are many opportunities for further development of the field by establishing psychological services in preschool education institutions.

Main part.

Recently, a number of measures have been taken in our country to train teachers in the field of psychology and to support the work of practicing psychologists. Currently, there are more than 2,503 teachers and psychologists in the pre-school education system and more than 14,272 in the public education system.

At the same time, we all know that the need for psychological services in education has increased significantly. This is due to the fact that during the pandemic, people became more addicted to stress, fear, the Internet and gadgets. For this reason, the development of psychologists in the educational process has been identified as a key issue.

As a result of many years of research by I.V.Dubrovina and H.Y.Liymets, Y.L.Sierd, it should be noted that the introduction of psychological services in secondary schools is

the first step in this direction in the CIS countries. In addition, Uzbek scientists EG Gaziyeu, MG Davletshin, GB Shoumarov, BR Kadyrov, RZ Gainutdinov, VM Karimova, NASoginov also studied in secondary schools and family systems of Uzbekistan. A number of theoretical, scientific and practical-methodological work on the introduction of psychological services is to some extent the basis for the introduction and development of psychological services in the Republic [1].

The main goal of developing a system of psychological services in the education system is to ensure the mental and emotional health of the child. A kindergarten psychologist is a person who knows the general laws of mental development and the age characteristics of this development, as well as its individual variants.

The period of pre-school psychological age is a period of further development of personal characteristics (strength, speed, volume, speed, rhythm) of individualized neoplasms, which appeared at the end of the previous psychological age, its development, content and formal-dynamic features. The process of personalization is one of the options for legally amplifying a child's personal growth. This, in turn, in many respects, depends on the formation of the child's personality in childhood, as well as his future life.

Results and Discussions.

Although in previous years there were in-depth psychologists and organizations for the diagnosis of psychological conditions of young people at all stages of the education system, the lack of a single structure to coordinate and manage their activities contributes to the low efficiency of psychological services. Socio-psychological problems in society (divorces, family conflicts, parent-child relationships, in-law marriage, premature birth) as a result of insufficient psychological services addition to the negative effects of "popular culture", the continuing cases of suicide, the general knowledge of psychologists in the field of psychology in the higher education system, the practice of training specialists in a narrow field. and a master's degree in psychology and we can see that the

low number of doctoral admissions has led to a lag in the formation of the national school of psychology.

Any problem can be solved in a short time before the child suffers and hurts, the problems can be reported to the parents and work together. Many children's problems are only temporary and require short-term psychological work by a psychologist. This, in turn, requires the psychologist of the preschool organization to develop a short-term work program, and at the same time a special program on an individual basis.

Once children use the services of a psychologist and feel that the results have changed for the better, they only express confidence, kindness, love, kindness and, of course, unconditional respect for the psychologist of the preschool organization. For this reason, the psychologist should not ignore any situation or the characteristics of children in the individual and group work.

Today's teens are physically, mentally, and politically superior to their predecessors. They show sexual maturation, socialization, and mental growth earlier. Therefore, in our country, boys and girls are considered to be adolescents between the ages of 10-11 and 14-15 [7].

In schools, such as preschools, there are a number of factors that hinder the effective organization of psychological services. For example, the fact that school science does not include the subject of psychology or that there is no separate hour for a psychologist is clear evidence of this.

That's why psychologists are forced to disrupt certain disciplines in psychodiagnostic work, in psychological training. Psychological counseling with both sexes at school is also challenging. Especially if the psychologist is a man, the girls have a hard time expressing their problems. In many cases, they don't even say it.

We believe that maintaining the mental health of our students is one of the most important tasks of our state policy in the age of global development. To further increase the effectiveness of psychological services in preschool and general secondary education, we recommend the following:

It is necessary to establish a methodological association consisting of specialist psychologists in the regional and district departments of the preschool education system.

In the second half of the day, it is necessary to set aside some time for correctional classes in preschool institutions.

It is important for psychologists to have special classes at the beginning of the school year (even within the state). **Conclusion.** One-on-one counseling in preschool is one of the priorities of a psychologist's work to ensure the full mental health and development of each child. It is important to take into account the individual, formal-dynamic features of the child's psyche, it is important to develop clear strategies and methods with children of different temperaments that determine the dynamics of children's mental state, processes, behaviors and activities.

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